

ANTH 250 (Indigenous Peoples, the Environment, & the Global Economy)

Spring 2004

MWF 1:10-2:00

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Office Hours: M 2:00-5:00, W 2:00-5:00

*I can also meet at other times by appointment

COURSE DESCRIPTION

This class examines the ways that indigenous peoples are integrated into the global economy and international environmental movements. Students will gain a sophisticated understanding of how indigenous peoples, who once practiced traditional subsistence strategies such as foraging, pastoralism, and horticulture, are now becoming factory workers, agricultural laborers, migrants, traders, land owners, and activists. In line with this, we will learn about the environmental implications of such economic transitions. Students will simultaneously learn how indigenous peoples engage with transnational corporations, states, development agencies, and environmentalists in struggles over natural resources. By studying such engagements from the perspective of indigenous peoples, we see how global inequalities are alternatively solidified and destabilized. Indigenous people are, in most cases, exploited and oppressed. However, some do benefit from new economic opportunities and new international alliances. In addition, students will gain an appreciation of the emerging activism of indigenous peoples and their myriad fights to reaffirm their rights and to resist authoritarian institutions..

The first half of the class will focus on the environment. We will begin by examining the diverse array of adaptive strategies that human have engaged in throughout the ages. We will then look at the ecocidal threat posed by globalization, which endangers both the cultures and the environments within which indigenous peoples build their social worlds. Students will then learn to critically evaluate the notions of “ecocide” and “ethnocide” through case studies and theoretical ruminations by major anthropologists who question the pessimistic assumptions of these two concepts. We will then focus more explicitly on the global economy, examining such topics as The New Slavery, off-shore factory production, debt regimes and neoliberalism, street children, eco-tourism, informal economies, and new social movements.

The “indigenous peoples” we focus on include Inuit (“Eskimo”) peoples of northern Canada, Ariaal pastoralists of Kenya, migrant worker/”slaves” of the Brazilian Amazon, Ju’/hoansi (“Bushmen”) hunter-gatherer/farmers of Namibia, the Ogoni people and their leader Ken Sara-Wiwo of Nigeria, Zapatista rebels of Chiapas, Mexico, women factory workers of Mexico and Thailand, street children of Brazil and Indonesia, and eco-tour operators of Papua New Guinea and Ethiopia--among many others!

LEARNING GOALS

- Students will enhance their reading skills and refine their ability to hone in on key theoretical and ethical issues by reading, interpreting, and debating sophisticated anthropological case studies
- Students will improve their ability to synthesize ideas and to argue and substantiate claims by writing critical essays on books and by reflecting, via informal writing, on films.
- Students will develop their ability to verbally communicate complex ideas and arguments through in-class discussions, debates, presentations, and group work.

READINGS

A. Books

Students will read four books, which are listed below in the order in which you will read them. Each is available at the university bookstore and each is required. In order to be prepared for in-class discussion, students should complete all readings **by Wednesday** of the week they are assigned (see the schedule below). Students will write essays on these books and discuss them in class. In addition, students will be asked questions about them on the quizzes.

- 1) Brody, Hugh
2002 *The Other Side of Eden: Hunters, Farmers and the Shaping of the World*. Vancouver: Farrar, Straus, and Giroux.
- 2) Broswimmer, Franz J.
2002 *Ecocide: A Short History of the Mass Extinction of Species*. London, Sterling, Virginia: Pluto Press.
- 3) Fratkin, Elliot
2004 *Ariaal Pastoralists of Kenya: Surviving Drought and Development in Africa's Arid Lands*, 2nd Edition. Boston, London: Allyn & Bacon.
- 4) Le Breton, Binka
2003 *Trapped: Modern-Day Slavery in the Brazilian Amazon*. Bloomfield, CT: Kumarian Press.

Optional:

McMichael, Philip

1996 *Development and Social Change: a Global Perspective*. Thousand Oaks, Calif.: Pine Forge Press.

(selections from this excellent book will also be available electronically, but if you wish to purchase it you can do so online):

B. Articles

The articles for this class are available electronically on Blackboard by clicking the button "Course Documents." I will give an in-class demonstration on how to access the articles. *Students are required to print up all articles*. To see a list of articles and their full references, go to the end of this syllabus.

In order to be prepared for in-class discussion, students should complete all readings by Wednesday of the week they are assigned (see the schedule below). Students will discuss the articles in class and will be asked questions about them on the quizzes.

FILMS

Students will watch nine ethnographic films: four during class time and five outside of class (see the schedule below for information on when films will be aired). Students will fill out a film form as soon as they can after class. These will be handed in for credit. Note that I am showing 10 films and you need to see nine of them: you may opt out of one film.

If you are unable to come to class on the day a film is scheduled day due to illness or emergency, you may contact me *no later than the day that the film was shown* (and preferably earlier) to arrange an individual viewing of the film. I will provide students who have a valid excuse with film guide, which they can hand in for credit. The films we will view, in the order in which we view them, are:

Film 1 (wk. 2): "Since the Company Came"

Film 2 (wk. 3): "Seeds of Plenty, Seeds of Sorrow" ❖

Film 3 (wk. 4): "Ken Saro-Wiwa"

Film 4 (wk. 5): "The Kayapo: Out of the Forest"

- Film 5 (wk. 7): “A Kalahari Family, Part V: Death by Myth”♣
- Film 6 (wk. 10): “Free Trade Slaves”♣
- Film 7 (wk. 12): “Life & Debt”♣
- Film 8 (wk. 13): “Mountains of Gold”
- Film 9 (wk. 14): “Cannibal Tours”♣
- Film 10 (wk. 15): “Zapatista”

♣These films must be viewed outside of class on the campus cable channel 33 (except for “Life & Debt,” which will be aired in the Media Theater). Each film will be aired twice. See the schedule for the exact dates and times.

ATTENDANCE POLICY

This class is highly participatory and revolves around regular discussions and group work. Therefore attendance is required. Students are permitted 3 unexcused absences, but each absence beyond that will result in a 3-point penalty to the individual’s grade. To grasp the weight of such a penalty, note that three such absences would lower one’s final grade by a full letter. If the student misses class on the day of a film he or she will be doubly penalized since they will forfeit the two points they would earn from handing in a film guide.

GRADING

A. Mini-Presentations on Indigenous Rights	3%
B. Essays on the books (3 papers @ 9 pts. each)	27%
C. Film Forms (9 forms @ 2 pts. each)	18%
D. Quizzes (4 quizzes @ 6 pts. each)	24%
E. Group Presentation	15%
F. Participation	13%

A. Mini-Presentations on Indigenous Rights:

date: Friday, February 6

Your mini-presentation will consist of an informal 5-minute presentation on a particular indigenous people’s struggle for environmental rights and self-determination. Your presentation will be based on an article that you find and download from the Cultural Survival website. see hand-out for full explanation

♣Late policy: no make-ups for this assignment

B. Essays on the books:

dates: Fridays of weeks 4, 7 & 10.

Students will write three essays on the books assigned for this class. These essays will be 4-6 pages long and should be critical essays (exploring a complex idea or argument) rather than simple book reports. I will provide guidelines for each essay one week before it is due. For more information on writing a good essay and brainstorming about a topic, see the handout I distribute in class.

♣Late policy: Students lose 5 points for each class that their essay is late, or 15 points per week.

C. Film Forms:

dates: films shown weeks 2, 3, 4, 5, 7, 10, 11, 12, 14, and 15

We will be watching ten films that document indigenous peoples and their engagement with the environment and/or the global economy. It is your responsibility to view nine of these films (you may opt out of one). Students will be given a film form and should fill it out as soon as they can after the film is over, while their memories are still fresh. I recommend taking about 20 minutes to fill in the

form. The film forms are geared a) to promote free-writing of your impressions; b) to allow you to explore key ideas; and c) to allow you to link this with other films and readings from the class. As an exercise in informal writing, these forms will not be assessed in terms of neatness, organization, or spelling, but will be graded on the basis of thoughtfulness and insight. They will be marked with a ✓⁺ (excellent=2 points); a ✓ (satisfactory=1.7 points); or a ✓⁻ (unsatisfactory=1.3 points). Note that excessively short and vague film forms will be marked unsatisfactory.

❖Late policy: Unless the student has a valid excuse for missing the class *and notifies me that day*, there is no make-up of a missed film.

D. Quizzes:

dates: Fridays of weeks 3, 6, &11, and Final's Week (Monday, May 10th at 1:30)

Quizzes will be about 30-minutes long and will test students' comprehension of class readings and lectures (films will not be covered). Quizzes are scheduled for Fridays. They will cover all readings since the last quiz, including those assigned for the week the quiz is given.

❖Late policy: no make-ups for missed quizzes

E. Group Presentation:

date: week 13

Students will work in small groups to present a case-study of an indigenous group that is involved in an environmental or global-economic issue. See handout for more information on this project.

F. Participation:

Students are expected to participate actively in class discussions, group-work, and debates. Successful participation depends on a careful reading of assigned books and articles as well as attentive viewing of class films. Both instructor and student will contribute to a participation log that will be the basis for determining the student's final participation grade.

HONOR CODE

In order to participate as a registered student in this class, you must agree to adhere to the standards of academic integrity espoused by Gettysburg College. In particular, you must write and sign the Gettysburg Honor's Pledge at the end of all mini-papers, exams, and film guides (posts are given exception to this rule).

The Gettysburg Honor's Pledge affirms that you have not cheated on an exam or plagiarized an essay other take-home assignment. It is considered plagiarism when you:

- Submit the words, sentences, ideas, conclusions, and/or examples from a source (a book an article, the Internet, another student's paper) without citing the source.
- Submit another person's work in place of your own
- "Recycle" a paper that was written for another class and for which you have already received credit
- Knowingly aided another student in plagiarizing an assignment as defined above.

Violations of this Honor code will be penalized according to the college's policies. For more information on the Gettysburg Honor Code go to: http://www.gettysburg.edu/academics/acad/honor_code/index.html.

STUDENTS WITH DISABILITIES

Students with disabilities should notify me as soon as possible so that I can make all reasonable efforts to accommodate your needs.

SCHEDULE

Part I: Focus on Indigenous Peoples & the Environment

Week 1: January 26, 28, 30

Topics: Human Adaptive Strategies: Diversity & Sustainability

Readings: Brody book, chapters 1 & 2
Broszimmer book, Intro

Assignment(s): none

Week 2: February 2, 4, 6

Topics: Conceptualizing “Indigenous Peoples”
Human-Environmental Interactions throughout the Ages

Readings: Brody book, chapter 3
Broszimmer book, chapters 1 & 2

🎬Film: “Seeds of Plenty, Seeds of Sorrow”

Assignment(s): **Film form due Wednesday**
Mini-Presentations on Indigenous Rights Issues (on Friday)

Week 3: February 9, 11, 13

Topics: Agro-Industrial Hegemony
Conceptualizing “Resources”
Research Workshop: Meet in Library on Wednesday

Readings: Brody book, chapters 4 & 5
Broszimmer book, chapter 3

🎬Film: “Since the Company Came” – aired on campus cable channel 33: T & W 8:00

Assignment(s): **Film form due Friday**
Quiz #1 on Friday

Week 4: February 16, 18, 20

Topics: Ecocide & Globalization
Conceptualizing “Power”

Readings: Brody book, chapter 6
Broszimmer book, chapters 4 & 5
Hammer article, e-reserves

🎬Film: “Ken Saro-Wiwa: An African Martyr”

Assignment(s): **Film form due Friday**
Paper #1 due Friday

Week 5: February 23, 25, 27

Topics: Rethinking Ecocide and Ethnocide: Indigenous Peoples as Agents, Not Victims

Readings: Sahlins article, e-reserves
Turner article, e-reserves
Fairhead & Leach article, e-reserves

🎬Film: “The Kayapo: Out of the Forest”

Assignment(s): **Film form due Wednesday**

Week 6: March 1, 3, 5

Topics: The Role of Development and Relief Agencies

Readings: Fratkin book, chapters 1-4

Assignment(s): **Quiz #2 on Friday**

Week 7: March 8, 10, 12

Topics: The Role of Development and Relief Agencies, continued

Readings: Fratkin book, chapters 5 & 6
Lee article, e-reserves
Reed article, e-reserves

🎬Film: “A Kalahari Family” – aired on campus cable channel 33: T & W 8:00

Assignment(s): **Film form due Friday**
Paper #2 due Friday

Week 8: SPRING RECESS

Readings: Le Breton book, Preface, Intro & chapters 1-7

Part II: Focus on Indigenous Peoples & the Global Economy

Week 9: March 22, 24, 26

Topics: Globalization and The New Slavery

Readings: Le Breton book, chapters 8-16

Assignment(s): none

Week 10: March 29, 31 & April 2

Topics: Transnational Corporations & Female Labor

Readings: McMichael chapter 3, e-reserves
Mills article, e-reserves
Wright article, e-reserves

🎬Film: “Free Trade Slaves” – aired on campus cable channel 33: T & W 8:00

Assignment(s): **Film form due Friday**
Paper #3 due Monday

Week 11: April 5, 7, 8

Topics: Debt Regimes & Neoliberalism

Readings: McMichael chapters 4-7, e-reserves

Assignment(s): **Quiz #3 on Thursday**

Week 12: April 14, 16

Topics: The Culture of Poverty Debate
Street Children

Readings: Lewis article, e-reserves
Marshall article, e-reserves
Scheper-Hughes and Hoffman article, e-reserves
Beazley article, e-reserves

🎬Film: “Life & Debt” – aired in Media Theater (Library basement): T & W 8:00

Assignment(s): **Film form due Friday**

Week 13: April 19, 21, 23

Topics: Group Presentations
Catch-up

Readings: Cook article, e-reserves

🎬Film: “Mountains of Gold”

Assignment(s): **Film form due Wednesday**
Group presentations

Week 14: April 26, 28, 30

Topics: Taking Charge I: Ecotourism & The Informal Economy

Readings: Abbink article, e-reserves
Errington & Gewertz article, e-reserves
Tilley article, e-reserves

🎬Film: "Cannibal Tours"—aired on campus cable channel 33: T & W 8:00

Assignment(s): **Film form due Wednesday**

Week 15: May 3, 5, 7

Topics: Taking Charge II: Global Civil Society & New Social Movements
The Zapatista Rebellion in Chiapas, Mexico

Readings: Sklair article, e-reserves
Collier article, e-reserves
Nations article, e-reserves

Assignment(s): none

Final's Week

Assignment(s): **Quiz #4 on Monday, May 10 at 1:30**

ARTICLES AND CHAPTERS AVAILABLE ELECTRONICALLY

(Access via Blackboard under "Course Documents")

Abbink, Jon G.

2004 Tourism and Its Discontents: Suri-Tourist Encounters in Ethiopia. *In* Tourists and Tourism: A Reader. Sharon Bohn Gmelch, ed. Pp. 267-87. Long Grove, IL: Waveland Press.

Beazley, Harriot

2003 Voices From the Margins: Street Children's Subcultures in Indonesia. *Children's Geographies* 1(2):181-200.

Collier, George

2002 Restructuring Ethnicity in Chiapas and the World. *In* Contemporary Cultures and Societies of Latin America: A Reader in the Social Anthropology of Middle and South America, Third Edition. Dwight B. Heath, ed. Pp. 182-88. Prospect Heights, IL: Waveland.

Cook, Carolyn D.

2001 Papuan Gold: A Blessing or a Curse? The Case of the Amungme. *Cultural Survival* 25(1):1-3.

Errington, Frederick, and Deborah Gewertz

2004 Tourism and Anthropology in a Postmodern World. *In* Tourists and Tourism: A Reader. Sharon Bohn Gmelch, ed. Pp. 195-217. Long Grove, IL: Waveland Press.

Hammer, Joshua

1996 Nigeria Crude. *Harper's Magazine* 292(1753):58-68.

Leach, Melissa, and James Fairhead

2002 Anthropology, Culture, and Environment. *In* Exotic No More: Anthropology on the Front Lines. Jeremy MacClancy, ed. Pp. 209-26. Chicago and London: Chicago University Press.

Lee, Richard B.

2003 Perceptions and Directions of Social Change & The Ju/'Hoansi Today & Anthropological Practice and Lessons of the Ju/'Hoansi. *In* The Dobe Ju/'Hoansi, 3rd Edition. Richard B. Lee, Pp. 151-200. Wadsworth.

Marshall, Mac

1993 A Pacific Haze: Alcohol and Drugs in Oceania. *In* Contemporary Pacific Societies: Studies in Development and Change. Victoria S. Lockwood, Thomas G. Harding, and Ben J. Wallace, eds. Englewood Cliffs,

N.J.: Prentice Hall.

Mills, Mary Beth

1997 Contesting the Margins of Modernity: Women, Migration, and Consumption in Thailand. *American Ethnologist* 24(1):37-61.

Nations, James D.

1994 The Ecology of the Zapatista Revolt. *Cultural Survival* 18(1):1-5.

Reed, Richard

1999 Guarani Suicide. *Hemisphere: A Magazine of the Americas* 9(1):10-13.

----- Two Rights Make a Wrong: Indigenous Peoples Versus Environmental Protection Agencies. *In Applying Cultural Anthropology: An Introductory Reader*. Aaron Podolefsky and Peter J. Brown, eds.

Sahlins, Marshall

1999 What Is Anthropological Enlightenment? Some Lessons of the Twentieth-Century. *Annual Review of Anthropology*:24p.

Scheper-Hughes, Nancy, and Daniel Hoffman

1998 Brazilian Apartheid: Street Kids and the Struggle for Urban Space. *In Small Wars: The Cultural Politics of Childhood*. Scheper-Hughes and Carolyn Sargent, eds. Pp. 352-88. Berkeley, Los Angeles: University of California Press.

Sklair, Leslie

2000 Social Movements and Global Capitalism. *In From Modernization to Globalization: Perspectives on Development and Social Change*. J. Timmons Roberts and Amy Hite, eds. Pp. 340-352. Malden, MA: Blackwell.

Tilley, Christopher

1997 Performing Culture in the Global Village. *Critique of Anthropology* 17(1):67-89.

Turner, Terence

1991 Representing, Resisting, Rethinking: Historical Transformations of Kayapo Culture and Anthropological Consciousness. *In Colonial Situations: Essays on the Contextualization of Ethnographic Knowledge*. George W. Jr. Stocking, ed. Pp. 285-313. Madison: University of Wisconsin Press.

Ward, Kathryn B., and Jean Larson Pyle

2000 Gender, Industrialization, Transnational Corporations and Development: An Overview of Trends and Patterns. *In From Modernization to Globalization: Perspectives on Development and Social Change*. J. Timmons Roberts and Amy Hite, eds. Pp. 306-27. Malden, MS: Blackwell.

Wright, Melissa W.

2001 The Dialectics of Still Life: Murder, Women, and the Maquiladoras. *In Millennial Capitalism and the Culture of Neoliberalism*. Jean Comaroff and John L. Comaroff, eds. Pp. 125-46. Durham & London: Duke University Press.